

## Unit 2

# Patriotism

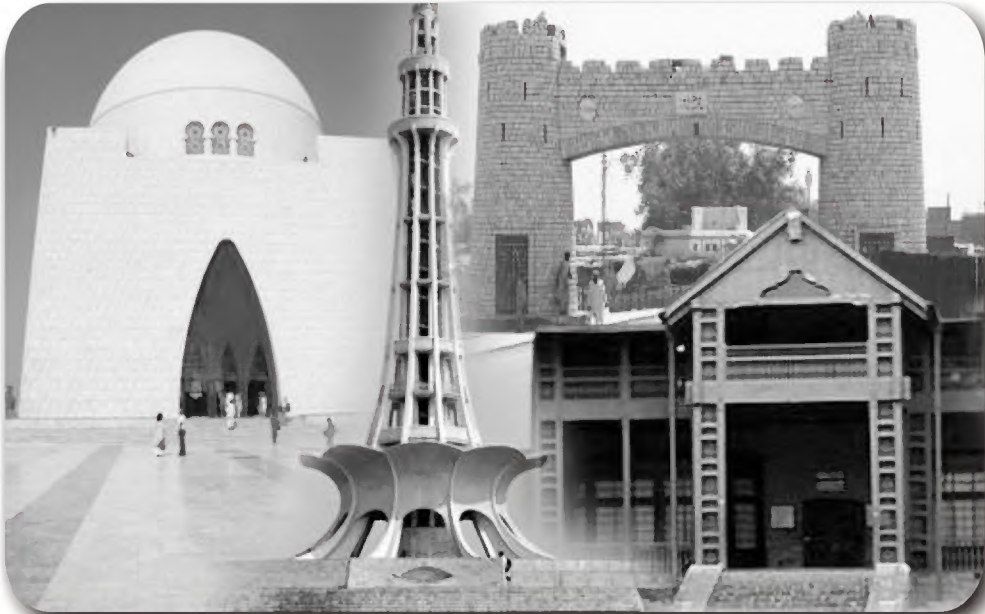
### Learning Outcomes:

#### By the end of this unit students will:

- know the meaning of patriotism
- recognize the author's point of view
- comprehend the basic themes in the text
- know the use of dictionary
- identify the kinds of sentences and their use
- guess the contextual meanings of the words

### Pre-reading:

- In your opinion who is a patriot?
- Can you give an example of patriotism?
- What qualities do patriots have?



### For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict the contents of the text.

1. Patriotism means love for the motherland or devotion to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word patriot comes from the Latin word 'patriota' which means countryman. It is considered a commendable quality.

Who offers sacrifice for the country?

2. Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot the sovereignty, integrity and honour of the country are of supreme values on which no compromise can be made. Patriots render sacrifice for the preservation and protection of these values.
3. Quaid-e-Azam Muhammad Ali Jinnah was a nation builder and a great patriot. He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the Muslims a sense of identity by securing a separate homeland for them. He said:

Who led the Muslims of the subcontinent in their struggle for a separate homeland?

"We must develop a sense of patriotism which galvanizes us all into one united and strong nation."

4. The spirit of patriotism makes us stay alert in the wake of foreign invasion. In the history of Pakistan there are many instances when people laid their lives for the defence of the country. In the wars of 1965, 1971 and the Kargil War, many brave soldiers gave their lives in an attempt to protect the homeland. Captain Muhammad Sarwar, Major Tufail Muhammad, Major Aziz Bhatti, Pilot Officer Rashid Minhas, Major Muhammad Akram, Major Shabbir Shareef, Sowar Muhammad Hussain, Lance Naik Muhammad Mehfooz, Captain Karnal Sher Khan and Havildar Lalak Jan – all embraced martyrdom while fighting bravely for their motherland. All of them were awarded Nishan-e-Haider, the highest military award given to great patriots who lay down their lives for the country.

What is the highest military award of Pakistan?



### For the Teacher:

- While-reading activities may be conducted to help the students interact with the text.
- Share with the students the importance of the Pakistan Movement.

5. Patriotism, therefore, is not just a feeling, it is a live spirit that continuously inspires and guides a nation. In the words of S.W. Scott, a man devoid of patriotic spirit, is like the one who:

"Breathes there the man with soul so dead  
Who never to himself hath said,  
This is my own, my native land."

**Theme:**

The unit is about the spirit of patriotism. It tells about the qualities of a patriot and how patriots look after the interest and progress of their country.

**For the Teacher:**

- Discuss in detail about patriotism. Give examples from history about patriots.
- Ask students to exchange views about the interests of the country and responsibilities of a citizen.

**Glossary:**

devotion	-----	loyalty
commendable	-----	admirable
supreme	-----	highest in status
value	-----	worth
native	-----	from one's motherland

**Oral Activity:**

Form five groups. Each group takes the responsibility to read and note details about the life of those soldiers who embraced martyrdom while fighting for their country. Visit the library or use the internet to research for the required details.

**In the class, discuss your findings with your classfellows.**

**Comprehension****A. Answer the following questions.**

1. How will you define patriotism?
2. What are the qualities of a patriot?
3. As a citizen of Pakistan what are your duties towards your country?
4. What makes us stay alert in the wake of foreign invasion?
5. Elaborate the given quote of Quaid-e-Azam Muhammad Ali Jinnah.

"We must develop a sense of patriotism which galvanizes us all into one united and strong nation."

**For the Teacher:**

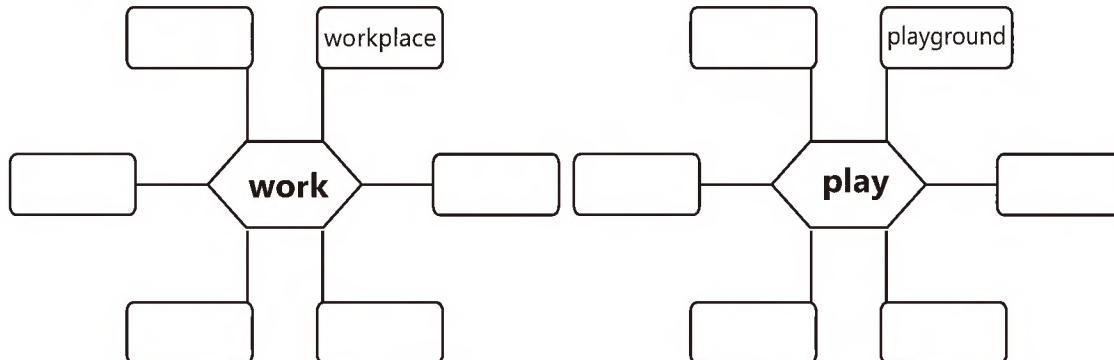
- Ask students to discuss in detail the life of great soldiers.

## Vocabulary

**A. Write the contextual and dictionary meanings of the following words.**

No.	Words	Contextual meanings	Dictionary meanings
1.	conservation		
2.	instance		
3.	fidelity		
4.	shield		
5.	reward		

**B. Make as many words as you can from these root words. An example is given for each root word.**



**C. Use the following words in sentences.**

sacrifice  
 commendable  
 prosperity  
 invasion  
 motherland  
 responsible  
 nationalism

## Dictionary Skills

### Pronunciation key

The British pronunciations given are these of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciation chosen are also as for as

possible the most general (not associated with any particular region). If there is a difference between British and American pronunciations of a word, the British one is given first, with NAmE before the American pronunciation.

#### Consonants

p	pen	/pen/	s	see	/si:/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/ˈviʒn/
k	cat	/kæt/	h	hat	/hæt/
g	get	/get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪ ŋ /
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

This symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in faraway; otherwise the /r/ is omitted. For American English all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in lox for Scottish loch, Irish lough.

#### Vowels and diphthongs

i:	see	/si:/	
ɪ	happy	/ hæpi/	
ɪ	sit	/sɪt/	
e	ten	/ten/	
æ	cat	/kæt/	
ɑ:	father	/ fɑ:ðə(r)/	(British English)
ɒ	got	/gɒt/	
ɔ:	saw	/sɔ:/	
ʊ	put	/pʊt/	
u	actual	/æˈktʃʊəl/	
u:	too	/tu:/	
ʌ	cup	/kʌp/	
ɜ:	fur	/fɜ:(r)/	
ə	about	/ə baʊt/	
eɪ	say	/seɪ/	
əʊ	go	/gəʊ/	(British English)
ʊə	pure	/pjuə(r)/	
aɪ	my	/maɪ/	
ɔɪ	boy	/bɔɪ/	
aʊ	now	/naʊ/	
ɪə	near	/nɪə(r)/	(British English)
eə	hair	/heə(r)/	(British English)

### A. Give pronunciations of the following words with the help of pronunciation key in your dictionary.

patriot, sacrifice, identity, strength, instances, foreign, concerns



#### For the Teacher:

- Help students identify the pronunciations of the words with the help of pronunciation key given in their dictionaries.
- Give them good practice in pronouncing words correctly using pronunciation key.



## Grammar

### Modal Verbs

Modal Verbs combine with other verbs to form compound verbs.

#### Modal verbs and their functions

Modal Verbs	Functions
can, could, may, might, would	to indicate possibility
can, will, could, would	to indicate ability
must, will, shall	to indicate certainty
might, should, ought	to indicate probability
can, could, may	to indicate permission
should, must, need, ought to	to indicate obligation
used to	to indicate a past habit

#### Examples:

- May I ask you a few questions? (permission)
- Can you swim? (ability)
- You should keep your promise. (duty or obligation)
- We ought to help him. (moral obligation)



#### For the Teacher:

- Illustrate the use and function of modal verbs.
- Help students identify kinds of sentences and their use.

**A. Use appropriate modals to:**

1. describe your three abilities and capacities
2. ask teacher's permission for going out
3. ask a friend to lend you a book
4. express necessity to get up early
5. express duty/obligation to follow traffic rules
6. share some past habit

**B. Identify the kinds of the following sentences. (exclamatory, assertive, interrogative, negative, imperative)**

1. Art is another subject in which I am particularly interested.
2. What a beautiful painting!
3. Teach him to learn.
4. How would I know?
5. She did not make a false statement.

**C. Punctuate the following.**

quaid-e-azam was a nation builder and a great patriot he wanted to protect the values culture and traditions of the muslims of the subcontinent he gave the muslims a sense of identity by securing a separate homeland for them

**For the Teacher:**

- Help students punctuate the paragraph accurately.



## Writing Skills

- A. Summarize paragraph 4 of the unit in three to four sentences.
- B. Summarize the unit in your own words.
- C. Which steps should we take to make our nation patriotic?
- D. Write an essay on any one of our national heroes. (170-200 words)
- E. Write a short dialogue between a political activist and a teenager in which the political activist tries to make the teenager understand the importance of patriotism.



### For the Teacher:

- **Guide students to write an essay on “The Role of a Teacher in Character Building” by explaining to them the following qualities of essay writing.**

- ✓ Write an introductory paragraph aiming at arresting interest of the reader.
- ✓ Use a separate paragraph for each key idea in the body of the essay.
- ✓ Include evidence (facts, quotations, etc), examples (analogy, anecdotes, etc), or different views (elaborating an idea/opinion) to support each key idea.
- ✓ Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, and a general concluding statement.
- ✓ Use correct conventions of grammar and punctuation. Make a proper choice of vocabulary.
- ✓ Write in simple, concise, clear, compact, direct and natural style.

**To assess ‘writing skills’ sample rubric is given at the end of the book.**